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# THE TEACHERS COLLEGE JOURNAL

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### THE MARCH COVER

Symbolizing Indiana State Teachers College's heritage in the past is the Old Main Building with its chimes tower memorializing William Wood Parsons and Howard Sandison. Built in 1888, after destruction by fire of the first building, it still dominates the west campus.

RALPH N. TIREY, President

J. E. GRINNELL, Editor.

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# A Contemporary Mind

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Two questions present themselves immediately upon contemplating the subject, "A Contemporary Mind." How easy is it to obtain and how important is it? The question is directly tied up with all formal and informal education. If we attempt to answer either of the above questions by consulting the catalogs of the colleges and universities, we will find very little direct help in finding out what is being attempted in such courses as philosophy, literature, physical science, and even in the social sciences. I am assuming that it is extremely important, perhaps more so than at any other time, that the public mind should be contemporary in its thinking.

It is the custom, even the fashion, for almost every literate person to attack verbally or in print the whole educational system in the United States. Many of these attacks are clever and penetrating. However, its critics have been stronger in analysis than in synthesis. It seems a little ridiculous to suppose that the institution of education would not share the weaknesses of all the other institutions making up the contemporary life. Its shabbiness and shabbiness only reflect the same qualities of the home, the church, industry, and the state. We have reported in our newspapers almost daily the meeting of a legislature which is still legislating in terms of an agrarian society having not yet caught up with the industrial age, not to mention the scientific one where we are functioning. Such gaps are just as evident in the programs now being proposed by some of our leading educators. The University of Chicago plan to return to the hundred great classics in which we will find all the verities is in direct line with the turning back to mythology in the German social

program. There isn't even a suggestion that these great books need re-interpretation in terms of social backgrounds and philosophic interpretation. No one would contend that these classics do not contain meaning for us, but what meaning still remains to be interpreted. All literature of the past is in constant need of interpretation. There is a field of research most needed here in the re-valuing of our classical literature. Just what books of a given author still have vitality and meaning to us moderns? Surely the entire output of Aristotle or of Voltaire are not of direct use in aiding the contemporary to see his world and to understand it. The teacher whose education is mediocre blindly worships the classic without discrimination usually because he is timid and feels most secure when he can lean on authority. If these teachers are to use the classics in any creative way, they will have to have a selective subject matter and an interpretation in terms of modern life. It is the task of the specialist in these periods to re-evaluate these books.

There is a second problem to be attacked by the educator. It is in the field of synthesizing of our education the wide gap between the fields of economics, science, arts, and psychology make for sterility and confusion. There is evidence of the feeble attempt to bring about at least a common vocabulary in these fields in the new subjects of semiotics. Such a book as *The Meaning of Meaning* by Ogden and Richards is receiving more attention monthly. Even such popular books as *Mythology of Capitalism* by Thurman W. Arnold and *The Tyanny of Words* by Stuart Chase are popularizing a subject which has profound implications. Another phase of the same lack of unity

is found in our inability to interpret the findings of science to the popular mind in terms of his immediate life. We still talk in terms of the infinite universe as if the scientist has not definitely established a world which is finite. Just what this new world of the mathematician means in terms of daily life has not been made explicit. That we must replace thinking in images with formulae remains mere verbage and untranslated in terms of action. That the biologist and anthropologist have demonstrated that race is a myth and that only the individual has meaning has not affected our attitude on racial and minority groups. To what degree the mind of most of us is archaic and medieval is the degree to which contemporary problems remain unsolved.

There is a possibility of teaching contemporary literature in a new way. An investigation of catalogs and course contents reveals that there is a preponderance of emphasis upon the historical and esthetic approach. Neither of these approaches aids the student materially in his quest for contemporary thinking. Could not the new ideas in the fields of philosophy, physical sciences, social sciences, and the arts be found to be incorporated in our best literature? It is not necessary to rely entirely or even primarily upon textbooks for the dissemination of such needed information. The college student or the intelligent adult reader outside of college could acquire the new ideas in these fields from carefully chosen books which also have artistic value. Einstein's idea of relativity is not confined to textbooks, but it is implicit in the novel, drama, and poetry. Such an approach to the teaching of contemporary literature would be rewarding in two ways. It would give the reader an interpretation of the world in which he now lives and a clarification of his own role therein. The purpose of reading, guided or unguided, would seem to be a clarification of the contemporary scene and light upon the role or function of the individual in that scene. Any other approach seems to leave the reader bewildered and incapable of action. Two great ob-

(Continued on page 114)



# Oxford and the Summer Meeting of 1939

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When I was at Oxford several years ago, I saw as much of the city and of the University as one could see in two days. I realized then, however, that the only way I could really sense the atmosphere, the beauty, and the rich tradition of the ancient University was to live and to study there for a time. Accordingly, I decided to return as soon as I could for a summer session, but it was not until 1939 that I was able to do so.

After spending several days in London, I arrived at Oxford July 27, the day that the Summer Meeting opened. I went at once to St. Hilda's college, where I lived while I was at Oxford. St. Hilda's is one of the four women's colleges, but the past summer it was open to both men and women during the Summer Meeting. The students who did not live there took lodgings.

Of course, I went to Oxford to study, but I went also to see as much of the colleges as I could and to store in my mind memories of them which would remain with me the rest of my life. War seemed very close last July, and the student who was at Oxford from the States had no idea when he could return or what might be the fate of Oxford in the meantime. I took a map of the city and the printed guide to the colleges, and I visited all of the twenty-eight and saw as much of each as was open to visitors. In some cases it was only the dining hall, the chapel, the quads, and the gardens. Balliol was one of the colleges in which I was most interested, and it was the one of which I saw least. Visitors are not encouraged at Balliol. Everywhere I turned, there were such signs as "Private"

and "No visitors." Perhaps since this is the college which has the highest standard of scholarship, it can afford to be a bit supercilious—Balliol students are expected to be content with nothing short of "Honors" at the University examinations.

Most of the colleges are on or near High Street or Broad Street, but a few of them are widely separated from the others. Worcester must be nearly two miles from Magdalen, and Somerville is even farther. High Street is one of the splendid streets of Europe. Hawthorne spoke of it as "the noblest old street in England." Every day that I was at Oxford, I walked from St. Hilda's across Magdalen Bridge up High Street to the Examination Schools, and it was an experience which I shall always cherish.

## COLLEGE DISTINCTIONS

Every college seems to have some unique claim to greatness. Merton is the oldest. It was founded in 1264, two hundred years after the Norman Conquest and more than two hundred years before Columbus discovered America. The library at Merton is one of the oldest in the kingdom, and the charm of it is quite beyond description—the great globes on either side at the head of the stairs, the richly carved stacks, the mellow light as it is reflected through the yellows and browns of the stained glass window. Christ Church is the largest, its enrollment being about four hundred; and it has the noblest and most spacious quadrangle. (I fear these superlatives sound very American.) At Christ Church is Tom Tower, the

fine tower designed by Sir Christopher Wren. In it is Great Tom, a bell formerly belonging to Osney Abbey. Every night at 9:05 it tolls a curfew of 101 strokes. On the last stroke every man is expected to be within his college gates, and all gates are closed. The Chapel of Christ Church is the only chapel of the University which is really a cathedral, although it is the smallest in England. It is the chief church of the diocese of Oxford.

Magdalen is the richest of the colleges, and many think it is the most beautiful. Certainly one who has visited it can never forget the flowers, the forest, Addison's Walk along the Cherwell, the deer park, and Magdalen Bridge. Brasenose is said to be the most frivolous of the colleges, and it is noted for its wine parties.

Merton, St. John's, Trinity, Worcester, and New College are all famous for their gardens. One of the eternal surprises of Oxford University is the gardens. The visitor steps through the rather unpretentious gateway of the college, crosses, perhaps, a grassed quad, turns through another gate, and there before him are acres and acres of rolling lawns, forest trees, and blazing beds of flowers. And just on the other side of the wall—though it seems miles away—is the busy traffic of a city street.

All Souls, Merton, Christ Church, and Magdalen all have fine towers. I can hardly imagine anything lovelier than the tower of Merton College as it is seen from across Christ Church Meadows. In fact, Oxford is a city of towers; Matthew Arnold speaks of it as "that sweet city with her dreaming spires"; and Winifred Letts says:

I saw the spires of Oxford  
As I was passing by,  
The gray spires of Oxford  
Against a pearl-gray sky.

The chief glory of the colleges of Oxford is the great men of England who were trained there. One could never name them all, but there are certain figures which one instinctively associates with each of the individual colleges. Everyone, I suppose, would make his own list according to his particular interests. I always remem-



ber that Cardinal Wolsey, Joseph Addison, and Edward Gibbon are from Magdalen; that Sir Philip Sydney, John Ruskin, and many famous churchmen are from Christ Church; that Matthew Arnold, Arthur Hugh Clough, and Algernon Charles Swinburne are from Balliol; that John Henry Newman, John Keble, and Hurrell Froude, all leaders of the Oxford Movement, were dons at Oriel in the 1820's; that Shelley was expelled from University College and is today its most boasted tradition; that Sir Christopher Wren is from Wadham; that Dr. Samuel Johnson and William Blackstone are from Pembroke; that John Wesley started the Evangelical Movement of the eighteenth century at Lincoln—but I must stop.

I am inclined to be somewhat suspicious of an education which is so essentially aristocratic, which implies so much of privilege as that at Oxford. I am well aware that a minimum of two thousand dollars a year for twenty-four weeks of residence at any college is an absurd fee. Furthermore, I do not think that anyone could possibly be so wellborn or so rich as to deserve the privilege of playing and studying in so beautiful a place as Magdalen or Christ Church unless it were possible for every young person in the kingdom to have the same privilege. And yet when I realize what the men from Oxford have contributed to the greatness and the glory of England, I am not so sure.

#### ART TREASURES ABOUND

It would be quite impossible to give any real conception of Oxford without saying something of the many art treasures of every kind which the colleges house. It was the portraits that made the greatest impression upon me—nothing thrills me more than to see fine portraits of the men and women who through the centuries have made history. Most of the Oxford portraits hang in the dining halls, but if they could be all got together, they would rival the collection in the National Portrait Gallery. In them the great men of Oxford are truly im-

mortalized. Cardinal Newman has always been one of my particular heroes, and in the Hall at Trinity College is a portrait which expresses all my dreams of him.

There is little medieval glass at Oxford, but there is a great deal of interesting modern glass. That in the Chapel of Exeter College is especially beautiful; one almost imagines that he has stepped again into Sainte Chapelle. The West Window in the Ante-Chapel of All Souls was painted in 1777 by Jervais from designs by Sir Joshua Reynolds; and in the Chapel of Manchester College is a series of windows done by William Morris from designs by Sir E. Burne-Jones.

The reredoses in the Chapels of All Souls, Magdalen, and New Colleges are the finest in the University. Then there is the elaborately vaulted and arched stone roof of the Divinity School. There are wood carvings in several of the colleges by Grinling Gibbons; and of course, one should not forget the Shelley Memorial at University College, or Ford Madox Brown's "Light of the World" at Keble College.

Closely related to the colleges is the Church of St. Mary-the-Virgin, the Church of the University. Its fine thirteenth-century tower dominates the whole of Oxford; nor is there anything in the city which illustrates better than St. Mary the role which Oxford has played in the history of England. Only London is richer in tradition and has left a deeper mark upon the life and character of the English people. It was at St. Mary-the-Virgin in the fourteenth century that John Wycliffe, "the morning star of the Reformation," denounced the errors and abuses of the day. Here in 1554 the martyrs Cranmer, Ridley, and Latimer were brought to trial, and here poor little Amy Robsart is buried. John Henry Newman, the soul of the Oxford Movement, and probably the most significant churchman in England in the nineteenth century, was rector of St. Mary from 1826 to 1843. The foreign student surely feels that he is treading upon holy ground when he attends a service here.

It is against this background of age and beauty and tradition that the foreign student attends any of the summer sessions at Oxford.

The Summer Meeting is one of the extension activities of Oxford and Cambridge. It consists of three weeks of lectures given each summer alternately at Oxford and at Cambridge. It was established about fifty years ago, and there were a few men and women at the Meeting of last summer who were at the first one and who have attended fairly regularly ever since.

#### THE SUMMER MEETING

The Summer Meeting is intended fundamentally for students from England, but as many foreigners are always admitted as can be accommodated. There were 221 students at the Meeting last summer; ninety-three came from England; forty-two, from the United States; and the rest from twenty-six different countries. It was a splendid thing to be one of so international a group and to be a part of the fine feeling of understanding and good fellowship which prevailed. One of the most interesting students was a refugee from Austria. Before the Anschluss he was a successful and well-known lawyer in Vienna. He had just come from 360 days' confinement in a German concentration camp, and I shall never see anything to equal the bitterness which he felt against Herr Hitler and the Nazi regime.

The general subject of the Meeting was *England before and after the Great War*. It would be hard to imagine a more timely subject for the summer of 1939. The following passage from the prospectus of the course gives the assumptions upon which this subject was selected and somewhat of the plan and purpose of the course:

... The death of Queen Victoria in 1901 marked the end of an epoch. The new century, to quote the words of an Oxford historian, was to be an age of democracy, of social justice, and of faith in the possibilities of the common man. Not all the high hopes of those years have been realized. If complete political

democracy has been secured, it has not brought peace and contentment in its train. Social amelioration advanced rapidly in the first decade and in spite of the interruption of the war years, the chief task of Government today is to promote and accelerate its further progress. Whilst the removal of economic hardship is far from complete, this may be ascribed less to an unwillingness to achieve it than to intractable circumstances which arise from the urge to national self-sufficiency in the world at large.

It will be the purpose of the Summer Meeting to examine some of the tendencies of the pre-war years and to trace their continuing influence and development as well as their reactions through the post-war period. The greatly increased opportunities for education both in youth and in adult life, which are one of the outstanding features of the twentieth century, have advanced the pace of discovery in Science, in Medicine, and in Engineering, and have created a nation better able to appreciate, understand, and apply those discoveries both in construction and in destruction. The social habits of the people have been revolutionized by the motorcar, the cinema, and the wireless. Not less profound has been the change in their mental and spiritual outlook. Psychology has been brought into the marketplace. Restraints and inhibitions of earlier days have been thrown aside. Literature and Art, the Theatre and the Press all reflect the change. The work of the younger poets is perhaps the most notable example of the new point of view.

The position of England in European and World Affairs will also be considered with care. The rise of the Totalitarian States in Europe, and the increasing interest of the American people in European Affairs, require the study of international relations during the present century to be undertaken from a new angle. Have we to face a future of intensified 'ideological' hostility, and perhaps of war? Or is the future still with democracy and international peace? The answer to these questions must be sought in the study of recent history 'before and after the Great War.'

In the three weeks there were sixty-seven lectures given by thirty-seven different speakers. Of these lectures fifteen were on the literature of England; two were on painting; and two, on architecture. One was on music; four were on science; and the remainder were on the social, political, and economic conditions in England, on her institutions, and on the other countries of the world which seemed of most vital interest at the moment. Always the relations between those countries and England were emphasized. There were three lectures on the relations between England and the United States. Then there were lectures on Ireland, France, Germany, Italy, Russia, Poland, Palestine, the Pacific, and China and Japan.

### GENERAL SUBJECTS

The three-week period was evenly divided into two parts, and besides classes in the pronunciation, reading, and writing of English for foreign students, there were two classes offered in each part. The general subjects for those in the first part were *The Novelists and Dramatists of the Period* and *Britain in the Twentieth Century*; in the second part, *The Poetry and Criticism of the Period* and *Europe in the Twentieth Century*.

The lecturers were a varied group: Oxford professors, professors from a number of other English universities, social workers, critics of the arts, scientists, economic experts, and statesmen. Not all of them were equally good; almost every one, however, had something to say and said it well. I have never heard lectures so packed with content, and most of the lecturers spoke without notes.

There were too many lecturers for me to retain a lasting impression of each one, but many of them I shall never forget. Mr. H. G. R. Sellon, now Director of the British Institute of Paris, was in general charge of the Summer Meeting, and he delivered more lectures than any other speaker, ten to be exact. I should judge that Mr. Sellon is in his late thirties. He is a bit blase, and some-

times he seems tiresomely superior; but he is a very able speaker, and I have never seen a mind so quick on the trigger as his is. In the classes of which he had charge he simply answered the questions which were handed in at the beginning of the hour. There was never a question on the recent history and policy of England or of any of the other European countries for which he did not have a ready and a detailed answer. I heard that his mother is French, and I heard that she is Italian. Which she is I cannot say, but it is certain that Mr. Sellon is not all English; the English mind just does not work in the rapid-fire manner that his does.

Mr. Anthony Bertram, who was formerly Official Lecturer to the National Portrait Gallery, but who is now Stipendiary Lecturer to the Oxford University Extension Lectures Committee, lectured on painting, architecture, and literature. I had a feeling that he was much of a dilettante, that he covered too many fields to be an authority on any one. He was, however, a singularly pleasant and gracious man. No one was able to make the foreign students feel easier and more at home than he. One day the question of the Anglo-Catholic Movement came up in his class, and he showed great tact in discussing the matter. He so obviously feared that someone in the class might be made to feel uncomfortable.

The only woman on the program was Miss Barbara Ward of Somerville College. Her two lectures were *Changes in Public Opinion, 1901-1939* and *The Influence of Public Opinion upon Policy in the Post-War Period*. She was good to look at; she was smartly dressed; she knew her subject; and she lectured remarkably well. I thought that the Summer Meeting could well have done with a few more women like her.

Mr. R. B. Mowatt, Professor of History in the University of Bristol, gave three lectures on the relations between Great Britain and the United States. He was at one time Professor of History at Wisconsin University, and I suppose that is the reason he seemed so much like "one of us." He is a little, thin, sharp-faced

man with a gracious manner and a very easy accent. I am sure that I have never heard a pleasanter lecturer than he.

Dr. P. Sargent Florence—the Doctor's degree is from Columbia University—who is Professor of Commerce in Birmingham University, gave two lectures on *Changes in Social Organizations and Habits*. Dr. Florence doesn't look like a professor of Oxford or Cambridge; he looks more like the foreman in a factory. I should imagine, however, that few know more about the social and economic conditions in England than he knows. Such professors as he convince one that fine work is being done in the newer universities, like that at Birmingham, where the sons and daughters of workingmen go, and where fees are even less than they are at our own state universities.

#### LECTURED ON LITERATURE

Mr. Ifor Evans, Professor of Language and Literature in the University of London, was much the most distinguished lecturer on literature. He evidenced a familiarity with and a mastery of the English literature of the twentieth century which none of the other lecturers on the subject approached. Then he could read poetry like an angel.

There are a number of other lecturers whom I should like to describe at length, but I have not the space. I must, however, mention Mr. Kingsley Martin, the vivid editor of the *New Statesman and Nation*, which is the outstanding liberal news weekly in England; Mr. R. H. S. Crossman, well-known Socialist, who spoke with such passion on the Nazi regime in Germany, and who showed such an uncanny understanding of the workings of Herr Hitler's mind; Sir John Marriot, the well-known historian, who brought his bottle to the platform with him, and who put on such a good show; Dr. W. J. Rose, a Canadian Rhodes Scholar, who was engaged in social work in Poland for many years; Right Reverend Bishop Carey, who gave the impression of such infinite understanding of human life, and who wore such a

gorgeous magenta robe; and Dr. T. H. W. Armstrong, Organist of Christ Church Cathedral, who knew so much about English music.

The lecturers maintained throughout the course a manifestly critical attitude. They were not averse to seeing and to analyzing the shortcomings of England, and her weaknesses and mistakes. They were cognizant of the defeatist attitude which characterized England more than any other country after the World War. They realized that England is far behind the Dominions and the United States in her administration of free public education, and they admitted that not more than a sixth of the youth of the land have the advantage of a secondary school education. They said that the church had withdrawn itself and had played little part in helping to solve the social and economic problems of the twentieth century. They gave figures to show that 10 per cent of the population of England receive half of the national wealth and the remaining 90 per cent live on the rest. They did, however, find much to commend in the England of the twentieth century in spite of all its shortcomings.

Later events have in some cases proved the statements of the lecturers false, and in others have given to them the weight of prophecy. I particularly remember that Sir Bernard Pares closed his lecture on Russia by repeating the statement: "Russia is the key to the international situation." More than one speaker expressed the conviction that if war should come, it would be the ultimate ordeal for the British Empire.

Over and over again, I think of what Professor Rose said of Poland: "No sacrifice of Polish freedom is possible without grave consequences to civilization. Danzig and Poland must remain inviolate." Now there is no Poland, and in her occupation of the conquered territory, Germany is perpetrating crimes which horrify the whole world.

We have heard much in the last few months of a Federation of European States as the only hope for permanent world peace after the close of the present war. On his recent lecture

tour in the United States, Dr. Julian Huxley discussed at length such a federation. Mr. Sellon anticipated a somewhat different type of federation. He said that the world has outgrown the sovereign state, that no tinkering with the present system will bring a solution to the problems which torment the world. He added that he looked forward to seeing the formation of a much closer alliance between England, the United States, and the Dominions. This alliance, he said, would not be made through treaties but through a common sympathy growing out of a common language, culture, and ideals. He was convinced that it would grow continually stronger as the years passed until it would become a real federation, although there would be no common executive or parliament. The center of this federation would be Washington rather than London. Such a federation, Mr. Sellon felt, would provide for the security of the countries involved and would insure the peace of the world.

#### EXCEEDED EXPECTATIONS

I had expected the lectures of the Summer Meeting to be good, but they were really much better than I had anticipated. I have studied English literature all of my life, and it meant a great deal to me to hear the literature of the last forty years discussed by Englishmen from an English viewpoint. I was much interested in the careful analysis which was made of conditions in England, and in the vivid picture which was drawn of contemporary Europe. I think, however, that the lecture which meant most to me was the one on *The Press* by Mr. Kingsley Martin.

Mr. Kingsley Martin is just the sort of man I should have expected the editor of the *New Statesman* to be. I saw him swinging through one of the corridors of the Examination Schools after his lecture, and his energy and vitality were even more apparent than when he was speaking. In a racy, half-humorous fashion he summarized the history of the English press in the twentieth century. He said that until the end of



the nineteenth century, when the *Daily Mail* was founded, the press had been inclined to be predominantly political and to cater to the upper middle class which ran England. Then the commercial people discovered that news was important, and that newspapers could be made to serve the purposes of the advertisers. If the news were made sensational enough, great circulations could be built up; then the advertisers would be able to make a wider appeal, and their sales would accordingly mount. So came the era in news of crime, violence, sex, and war. Women, said Mr. Kingsley Martin, are like war: they are always news; but men are like peace: there has to be something special about them if they are news. The newspapers gave the public what it would most readily buy, what it wanted when it was not thinking.

Old-fashioned political newspapers were gradually driven out of business. The *London Times* is one of the few that survive. The *London Telegraph* is an interesting and significant blend of both types of newspaper.

The popular, the sensational newspapers have built up enormous circulations in the twentieth century. It is estimated that fifteen million Sunday

papers are sold to an English population of forty million; so it seems that everyone reads some Sunday paper. Gradually a few men, such as the late Lord Northcliffe, Lord Rothermere, and Lord Beaverbrook have become almost the complete owners and arbiters of the English newspapers.

The great circulations which the sensational newspapers have built up have not been entirely evil. Ordinary people have become interested in a much larger world, and the general reading public of England has become better informed. On the whole, the popular English newspapers are remarkably accurate as to fact. Then there is in them a genuine element of debate; and debate and controversy, as we all know, are the very substance of democratic life. Where the newspapers do fail is in that they do not weigh, evaluate, and interpret the news. The facts they give, but the larger truths behind those facts they have not time to tell.

Before I left the States for Oxford last summer, I was frequently warned against being influenced by English propaganda. Possibly there was some propaganda in the air at the Summer Meeting. When Mr. Sellon said in one of his lectures that the English always feel very close to the

Americans, that they never think of them as foreigners, I wondered whether he had his tongue in his cheek. The only propaganda that really functioned, however, was the splendid type of the lecturers, the general worth of the lectures themselves, and the fine friendliness which prevailed. If these are propaganda, they are of an altogether legitimate sort. Such study groups as the Summer Meeting sponsors do not arouse international dissensions and precipitate wars. Rather they erase national and racial lines; within the group cognizance is taken only of the universal human values. Students come to know and to admire each other; they become friends. The fact that their countries have been enemies or might become enemies in the future does not seem important. We cannot hate people when we really come to know them. Possibly when the war is over, and an intelligent peace is made, such study groups as those sponsored at Oxford and Cambridge will furnish one of the best means of insuring the permanency of that peace and of bringing about an international understanding which will make future wars impossible.

## A CONTEMPORARY MIND

(Continued from page 109)

stacles confront most of us today which are purely psychological. These are fear and inertia, or perhaps it is only fear. We are most fearful when we are confused and confusion arises out of lack of information. Information is coming from our laboratories weekly, but almost no effort is

being made to make this information a part of the daily tissue of life. Great emphasis has been placed on economics as a conditioning factor in our growth, but it seems to me the psychological factors are of equal importance. With all this new knowledge lying just beneath the surface of our lives, which might give a new vision and impetus sufficient to over-

come our inertia, it seems likely to remain sterile unless techniques are devised for its immediate use. It is fear of the new which turns youth back as in Germany, and it is psychological rather than real. How many people even undertake to answer the question, "What does our age mean?" much less to act upon its meaning when it is discovered.

# I Should Not Have Failed

Mrs. Maurice Long\*

Cumberland, Maryland

I should not have failed. My supervisors, my principals, everyone told me that. Did I not have the three big "T's" that make for success—intelligence, initiative, and imagination? The techniques of education, its aims and ideals were a fascinating study to me. I had always found it easy to get along with people, both young and adult. Then why, after ten years of teaching, should my supervisor admit, with tactfulness, and I, with bluntness, that I had failed?

I had no inkling at Normal School that I would not succeed in the profession of teaching. I was in the highest fourth of the class there and I took an active interest in the clubs and school projects; in fact, I was president of one club. I made many friends in my two years there. Neither at Normal nor at any previous place had I acquired the habit of failure; yet, from the eager and confident person of my graduation day I had changed into a tired, apathetic person who spasmodically tried to pull herself out of the bog she was in.

Was it my health that was the basis of my failure? A reliable physician at the beginning of those ten years had given me an A-1 rating in health. The fact that my physical condition became steadily worse was not the cause of failure but the effect of some other cause. After I resigned I dispassionately made a list of possible causes. I was surprised to note that they all pointed to one direction like the needle on a compass. This direction was one which most authorities would consider trivial or

at least not one that could be considered major.

It was not a trivial thing to me. Probably some other teachers could have shaken it off, but to me it clung like a cloak that is wet. It was not my personality, my voice or appearance, my technique or health. It was the school building itself. Its uncompromising ugliness dulled my spirit; its small size blocked all my fine plans.

Some buildings are "quaint" when they are old. This one wasn't. A dirty white front door opened to reveal scarred steps, sunken a little in the middle, which led to the second floor where the classrooms were. The walls were painted a muddy brown. The cracks in the ceilings and walls looked like outline maps. The extremely narrow hall was lined with smelly lumps of clothes as the children had no cloakrooms (and, I might add, neither had the teacher).

My room was very small with heat pipes all along the side. It faced the alley and I dared not put the window up when there was even a little breeze blowing because of the constant dust from the alley which quickly made a film on the children's papers. The windows themselves were covered with chicken wire—yes, chicken wire!—and the shades were the kind that seldom worked. The view from the windows was an unpainted garage and usually a line of washing. The blackboard was full of small holes which almost made me cry in fury when I tried to write legible directions on it. The desks were in keeping with the rest of the room being of a variety of shapes and well-initialed.

This description sounds as if I taught in a backward community. I did not. I taught in an old elementary school in a good-sized city. The

schools in the city were supposed to rank high in that state. If I had not needed my salary for living expenses, I would have bought paint blinds, and everything I could think principal was aware of the conditions but could do little about them so they had to be accepted. I wished that I were able to dismiss them with a shrug like some of the other teachers, but from childhood I had always been particularly affected by my physical surroundings. I still remember how reluctant I was to leave a lovely cheerful home to go to a first grade room with gray walls with a teacher in a gray dress standing in front of a dirty window. There was one artificial bouquet, I recall, but the odor of the toilets would have stolen its fragrance even if it were real.

## CROWDED ROOM

The unloveliness of the school, however, did not affect my teaching as much as its lack of space. I was constantly being checked in my enthusiastic plans by the fact that there simply wasn't room. The desks and library table took up all the available space. I would have liked, for instance, to have the children construct an Indian village in social studies—or at least a tepee. No room! I would have liked space for dramatizations. There was not even room enough for a reading circle in front. I was interested in folk dances, but where could I train the children? Where could I find a place for displaying art work and science experiments? I was forced to be a "three R" teacher whether I wanted to or not. The hall, also, was too narrow for activity and the one empty room was too thinly partitioned from another classroom. The children were even blocked in their recess games as the "playground" was a thin strip of brick yard around the building which did not permit circle or group games.

Sometimes at night I would dream I was pushing the walls out and that if I pushed hard enough I would find myself in a wide, sunny room. These dreams increased the feeling of irri-

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\*Mrs. Long is not an Indiana State graduate. No doubt her problem has been faced by many of our graduates and those of teachers colleges everywhere. For that reason we are glad to publish her article.

—The Editor

# As College Seniors See It

C. T. Malan

Professor of Political Science

and

Joy M. Lacey

Director of Elementary Education

Indiana State Teachers College

Twenty years ago people were trying to save the world for democracy; now, they are trying to save democracy. The question arises as to the methods and the weapons which shall be used in saving democracy. To many people the force of arms seems to be the only method. They believe that alliance should be made among the so-called democracies in an attempt to ward off the threats of dictatorship. Others believe that the only hope for democracy lies in the ability of democratic nations to so train and develop their citizens in the practical everyday affairs so that the democratic way may be successful in local and state as well as in national affairs. This cannot be done by only reading in libraries or listening to learned lectures. The reading is necessary, the lectures have values, but it is equally important to get in the environment of the practical. The democratic idea of the classroom and of academic halls should be the quest of all, but the college student should be led to seek some of his wisdom outside of college walls in order to have some thoughts and feelings of his own with which to challenge the sheltered philosophies of government by the academicians.

Harrassed with a firm conviction that we learn to do by doing and we learn to know and understand by observation and participation, the following question was submitted to approximately sixty college students. The question was: What can college students gain from a supervised trip to such places as the State Penal Farm, the Boys' School, and the

State Legislature? Approximately sixty students of Indiana State Teachers College visited those places in February, 1939, under the guidance of Dr. Joy M. Lacey and the author, both on the college faculty.

The educational preparation for the trip consisted of approximately seventy-five questions on each proposed stop. Answers were supplied and references noted whenever the information was available. The teachers had made special arrangements to have lectures given at the Penal Farm and at the Boys' School. A few of the questions prepared by the class are given as a sample of the ground work covered before the trip was attempted. Vagueness had given way to purpose and direction. All available information had been secured from the printed page. The task of observation and participation remained to be done, which was the purpose of the trip.

## SAMPLING OF QUESTIONS

Following is a sampling of the one hundred questions prepared by students on the State Legislature under the direction of the author:

1. What are the legal provisions for the convening of the regular sessions of the General Assembly of Indiana?  
Ans. The sessions of the General Assembly shall be held biennially at the capital of the state on the Thursday next after the first Monday of January. Constitution VI-9-1.
2. Who has the power to call a special session of the legislature?  
Ans. The governor. IV-9-1.

3. When may a special session be called?  
Ans. When, in the opinion of the governor, the public welfare shall require it. IV-9-1.
4. Who has the right to change the number of Senators?  
Ans. The state legislature. IV-5-1.
5. What is the constitutional maximum number of Senators?  
Ans. Fifty. IV-2-1.
6. May the number of representatives be changed?  
Ans. Yes. IV-5-1.
7. What is the constitutional maximum number of representatives?  
Ans. One hundred. IV-2-1.
8. What are the legal qualifications for representatives and senators?  
Ans. (a) Citizen of the United States; (b) inhabitant of his state for two years preceding his election; (c) must be an inhabitant of his county or district one year preceding the election; (d) Senators must be at least twenty-five years of age and Representatives at least twenty-one years of age.
9. What is the youngest and oldest age represented?  
Ans. Legislative records.
10. May representatives and senators be removed from office? If so, how?  
Ans. Yes. For crime and incapacity. VI-7-1.
11. In case of removal, how is vacancy filled?  
Ans. By governor. V-18.
12. How may one become a nominee for representative or senator?  
Ans. Primary.
13. How are senators and representatives apportioned?  
Ans. Apportioned among the several counties, according to the number of male inhabitants, above twenty-one years of age, in each. IV-5-2.
14. What is the salary of the representative? senator?  
Ans. Ten dollars a day.
15. May the salaries be changed?  
Ans. Yes. IV-29-1.
16. May a state representative hold any other lucrative political office during his term?  
Ans. No. IV-50.
17. Are members of the state legislature required to take an oath of office?  
Ans. Yes. V-10-49-102.

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18. When the legislature adjourns what is done with the unfinished business?

Ans. It shall be taken up at the next succeeding session. V-7-34-205.

19. What occupations are represented in the state legislature?

Ans. Legislative records.

20. What legal provision is made for punishment of disrespectful spectators, not members of either House?

Ans. Punish or imprison (not more than 24 hours). IV-15-1.

21. May either House exclude all visitors and have secret session? Is this democratic?

Ans. Yes. IV-15-1.

22. Name the three kinds of bills proposed in legislature?

Ans. Administrative, personal, and bills that come through group pressure.

23. What is the average number of bills proposed each time the legislature meets?

Ans. Varies from 700 to 1000.

24. What is the average number of bills passed?

Ans. One hundred eighty to 250 pass.

25. What do we mean by lobbying?

Ans. Lobbying consists of an individual or group of individuals seeking to bring pressure on legislators who will pass a law that will be favorable to that individual or group.

26. What are the methods of lobbyists?

- Ans. (a) Getting intimately acquainted with legislator and his friends.  
(b) Seeking private interviews.  
(c) Invitations to dinner, movies, etc.  
(d) Sounding out legislators' views on different subjects.  
(e) Having others meet and influence legislators without legislators knowing they are your accomplices.  
(f) Occasional threats of retaliation at election.

27. Are lobbyists required to register in Indiana? If so, where?

Ans.

28. How many lobbyists have registered up to February 16 in the 1938 session?

Ans.

29. May a public official act as a lobbyist?

Ans. No. Vol. 7-34-506.

30. What punishment, if any, may be imposed on one lobbying without a certificate?

Ans. May be fined \$200-\$1000, may be imprisoned three months to one year. It is the duty of the Attorney-General to prosecute. Vol. 7-34-512.

31. What is his punishment for bribery?

Ans. Two to fourteen years in the state prison, \$5,000 to \$10,000 fine, disfranchisement and made incapable of holding office for any determinate period. 10-601.

32. What are some of the most important educational bills before the state legislature?

Ans. (a) To make the State Superintendent of Public Instruction appointive.

(b) To raise the salaries of the four-year elementary teachers to the high school level.

(c) To reduce the tenure probation period from five to three years, etc.

Note: There were more than fifty-four educational bills before the legislature on February 10, 1939.

## RESULTS SUMMARIZED

The opinion of the majority of the group is that this is an excellent way of learning. The results received were summarized by the seniors as follows:

1. "A social awareness of the huge social problems confronting them as prospective teachers was aroused. As citizens, as future teachers, these sixty young people recognized a mammoth problem in the maladjusted lives at the Penal Farm; in a state legislature that needs some good, hard-headed business efficiency adopted. As citizens, as teachers, as community leaders, they hope to be better able to meet the challenge and to do their bit to solve it."

2. "The method of procedure in planning for the trip was of distinct benefit. It was not a sight-seeing, jolly-rocking expedition, but a well-planned procedure with motive and forethought. Materials about the institutions had been gathered and dis-

seminated to the entire group before the trip was taken. Much had been learned vicariously about each of the three points of interest to be visited, but many questions were raised which could not be found in the textbooks. These were listed so they could be asked of the persons in charge at each place to be visited."

3. "A much more accurate evaluation of an excursion as a means of teaching was secured. As future teachers we will, no doubt, use this procedure to a greater extent than it would ever have been used had no such trip been made.

"Strange as it may seem to many, the majority of these students, all upperclassmen, had never visited even one state institution. This situation seems lamentable for we will soon be out trying to teach about something of which we have only a meager book knowledge.

"It is not intended that the idea be given that one trip or one visit to each of these institutions would be sufficient to orient the students 100 per cent. Quite the contrary—but the enthusiasm manifested after one trip was taken in one day's time, at a nominal cost of \$1.25 per student, shows that the introduction of such procedure was extraordinarily enlightening to the group and capable of producing a realization of citizenship consciousness that no textbook reading or professor's lecturing had ever set forth.

"The first study was at the State Penal Farm where we learned that 5,600 men, all short timers, are incarcerated each year. Thirty per cent of these men are "repeaters." The majority are sentenced because of liquor violations. It is quite evident that the restraint placed upon them by being at the farm is not sufficient to improve the convict's actions when he once again goes out into the community to take his place. Preparation had been made for a lecture and possible questions by students. It was learned that little had been done up to the present in the way of rehabilitation for the men. Their confinement has been solely as a punishment for offenses committed. Those who came as illiterates; those who

came without a trade or way for maintaining themselves other than by the crudest of unskilled labor have been returned to society with just the equipment with which they came—nothing more. Aptitudes and abilities have not, thus far, been developed or exploited. Very little, if anything, has been done to help the men get started in a normal life capacity when they are discharged.

"The waste of human life! The appalling need for improvement in our democratic set-up was in great evidence. Society has partially failed; otherwise there would not be 3,600 men sentenced to this one institution each year. The institution is not so inviting as to warrant their desire to come. To be incarcerated in such a bleak, colorless atmosphere is not something that anyone would be apt to seek. Anyone trying to live in the most exquisite suite of hotel rooms for three or six months and knowing that his remaining there was mandatory and that he could not leave would seem like living in a prison.

"The large number of repeaters was disheartening. What then causes this large percentage of repeaters? What can be done to alleviate the situation? It is a problem that needs careful thought and planning. One was moved to really want to do something about it.

### DEJECTED OUTLOOK ON LIFE

"Various difficulties are encountered when one attempts to analyze some of the factors. Officers in charge informed us that the short length of the majority of the terms prohibits any feasible change from taking place. The inmates' attitudes toward life are largely the same as when they entered. It is usually not a vicious, threatening feeling but one of displeasure and dejection toward the world in general. Since the shortness of time is a large factor, and since no special attempts have, up to the present, been made to improve the condition, the 'vicious circle' is seldom broken and the man probably returns to the farm within a few months or years.

"It was heartening to know that

some of the officials of the 'farm' recognized the urgent need for a revision of the present system. Being educated men, they are attempting to get through education and vocational programs, as well as broader health services, in order to rehabilitate these men who are a tremendous burden on society. This problem is a social one, and the way it is handled will mean the lessening or increasing of each taxpayer's burden in the future.

"Lack of finances tends to discourage the interest of officials, but some plans are already unfolding and a program of education is expected to be in progress within a few months. Such an experiment is certain to attract a number of educators and should have the whole-hearted support of every thinking taxpayer.

"The second place which was studied was the Boys' School at Plainfield. The attractiveness, the homelike atmosphere, the inviting opportunities of the Indiana Boys' School at Plainfield, Indiana, should lend appeal to all persons interested in the youth of the land. The boys in this institution are striking examples of the failures of the home, school, and community. As prospective teachers, visiting this school helped us to sense some problems which will be ours in a few years.

"The extensive plan of real living developed in the school deserves the praise of the public. A comprehensive program of education has been adopted with highly-educated men and women teachers in charge. The administrative body recognizes the individuality of the boy as the basis upon which to build its program of practicality.

"Since some of the boys remain in the institution for only a short time, a rapid attempt to mold character is foremost in the minds of the administrators. The greatest care is exerted to give the boy a favorable first impression of institutional life. The individual is made to feel that he is entering the institution, not for punishment, but because he needs vocational training, some of the necessities of life, and intelligent guidance.

"Of the fourteen trades taught in the school, a boy is permitted to 'go down the market place' and learn the one he most desires.

"The type of 'home life' at the school was impressed upon the visiting group when a 'cottage' where the boys live in age groups of about thirty was inspected. One learned of the cottage 'mothers' and 'fathers' who supervise these homes. Gay cretonnes, games for recreational hours, flowers, and scrupulous cleanliness could be seen everywhere. One felt that these boys in the school are receiving something that many other boys outside the institution are not privileged to enjoy.

### CASE HISTORIES OF BOYS

"The school attempts to find out from the Court who sentenced the boy to the school; from the boy himself and from the home or from those who know of his home, his 'true' background and the causes of his failure. From this knowledge they attempt to reconstruct a worth-while life that will go forth into the world as an upright citizen equipped with a vocation in keeping with his talents.

"If cheery surroundings, immaculate cleanliness, opportunities for recreation, and wide vocational opportunities are criteria for accurate assumption, one feels that the Boys' School is doing a splendid job toward helping these boys attain self-respect and a standard for worth-while living. It is sadly unfortunate that the cure for these children must be administered after the cause has been allowed to do its wrecking of character. The social problem of the future seems to be to formulate a constructive plan of prevention rather than one of cure.

"The third place visited was the State Legislature. The students learned the procedure used during the sessions of the House of Representatives and the Senate. The manner in which the State Legislature is called to order, the method used to present bills, the procedure of debate and voting—all this and much more was vi-

(Continued on page 122)

# When Pupils Take the Air

Clarence M. Morgan

Director of Radio Education

and

Lloyd L. Williams

Graduate Assistant

Indiana State Teachers College

Br-r-r-ring!

"Radio, Indiana State Teachers College."

"Oh, hello. Say, my principal has asked me to prepare the broadcast to be presented by our high school on the Wabash Valley High School Series. What shall I do?"

For six years the above conversation has been duplicated approximately once each week over the telephone in the control room of the Indiana State Teachers College radio studio or at the home of the radio director. Program suggestions have been given to the strained, tense voice and a deep sigh of appreciation has almost invariably been heard over the wires. Thus—another high school broadcast has been launched.

From such inquiries the need developed for a detailed analysis of high school programs presented on the Valley Series heard each Monday and Thursday afternoon. It is the purpose of this study to present this needed analysis of what pupils have done when they "took the air" and to offer suggestions relative to future programs.

The four-year period of 1933-1938 was selected as the basis for this survey. During these four years, 971 "presentations" were broadcast from the college studios over WBOW. The term "presentation" as used here refers to band selections, orchestra numbers, glee club and chorus compositions, solos, ensembles, and all types of speech productions. A detailed breakdown or analysis of these 971 presentations follows.

A summary-analysis of all the programs presented by the high schools reveals the following general picture:

## Type of Presentation

Type of Presentation	Number of Presentations	Per Cent
Chorus and glee club	255	26.27
Solos (vocal and instrumental)	161	16.58
Ensembles (vocal)	138	14.21
Speech (dramas, readings, talks)	119	12.26
Ensembles (instrumental)	108	11.12
Band	95	9.78
Orchestra	95	9.78
Total	971	100.00

As the preceding analysis shows, choruses and glee clubs were the most popular presentations heard during the four-year period covered by this study. Two hundred and fifty-five selections were featured by these organizations. Expressed in per cent, this figure represents 26.27 per cent of all the programs presented. Of the 255 selections, 166 numbers were sung by choruses and eighty-nine by glee clubs. The terms "chorus" and "glee club" as used here are those used by the music teachers directing these groups.

The second most popular type of presentation on the Wabash Valley High School Series was the solo. One hundred and sixty-one solos (16.58 per cent) were offered during the four-year period under consideration. One hundred eleven of these were instrumental solos; fifty were vocal solos. The instrumental group includes forty-six piano solos.

Vocal ensembles ranked third in the general broadcast pattern. A total of 138 music selections were presented by means of these vocal ensembles. Strange as it may seem, trios ranked first in this program type with fifty selections being sung by trio groupings. Quartets, sextets, and duets,

listed in the order of their popularity, completed this group.

Occupying the central position in this analysis of high school programs were those presentations using speech. One hundred and nineteen (12.26 per cent) presentations from the speech field were heard by radio listeners during this period. Fifty-six readings were given, thirty-nine talks were delivered by principals and superintendents, and twenty-four dramas featured high school students.

Instrumental groups—duets, trios,

quartets, quintets, and sextets—with a total of 246 numbers (25.34 per cent), ranked fifth in the analysis. Duets led the list, with a total of twenty-eight selections. Then, in order, came trios, quartets, quintets, and sextets.

A rather odd coincidence was found to have occurred when the analysis reached the use of bands and orchestras on these high school broadcasts. Ninety-five band selections were presented and ninety-five selections were presented by means of orchestras. The bands ranged in size from ten to eighty-five members.

"What music selection is most frequently broadcast by the visiting high school?" is a question repeatedly asked by those in charge of the Wabash Valley Series. To answer this inquiry, the *Wabash Valley High School Hit Parade* has been prepared, an analysis listing in order of frequency those selections most frequently heard on the high school programs.

## WABASH VALLEY HIGH SCHOOL HIT PARADE

*Neapolitan Nights*

*Sylvia*

*Bells of the Sea*

*Kentucky Babe*



Chinese Lullaby  
 Italian Street Song  
 Joy to the World  
 Nola  
 Now the Day is Over  
 Parade of the Wooden Soldiers  
 Roll Along Prairie Moon  
 Rosary  
 Silent Night  
 Stardust  
 The World is Waiting for the  
 Sunrise

From this study, and from additional years of experience in conducting the Wabash Valley Series, a list of "Dos and Don'ts" has been prepared to assist high school program directors in the preparation of their Wabash Valley broadcast. A carefully study and adoption of these suggestions will eliminate many of the undesirable features present in pupil productions.

#### Do

1. Bring small, talented groups.
2. Consider the talent of your pupils in selecting numbers to be presented on the program.
3. Have a varied program. Do not present a thirty-minute broadcast of piano or vocal solos. A well-rounded program has a

generous mixture of the common types of presentation.

4. Consider the mechanics of the broadcast in planning your program. Do not bring more groups than there are microphones available.
5. Have extra copies of scripts available. Scripts are needed for the engineer, the director of radio, the sound effects crew, and the operator of the sound truck.
6. Remember each radio studio has its own peculiarities understood best by those in charge of the studio.
7. Clear all music selections through the college radio director. It is embarrassing to the pupil to be refused the privilege of broadcasting a restricted selection after he has spent weeks of careful preparation.
8. Consider the listener. The program must hold his interest.
9. Remember—rehearsal is important. If the commercial broadcast requires one hour rehearsal for each minute on the air, the educational broadcast requires the same careful preparation.

10. Use elementary grade children when the high school groups are not of satisfactory broadcast caliber.
11. Start the music selection within one second of the concluding remarks of the announcer.
12. Observe such special days as Lincoln's birthday, Washington's birthday, Christmas, Thanksgiving, et cetera, when your program falls on or near these dates.

#### Don't

1. Feature soloists, especially vocal.
2. Feature one pupil in several activities. For example, do not have the announcer play in the orchestra, feature in a vocal solo, have the leading part in the dramatic production, and sing in the glee club.
3. Present a program of interest to a small group, i.e., a history of a high school is of interest only to the community in which the high school is located. Remember—600,000 individuals live in the coverage area of WBOW.

### I SHOULD NOT HAVE FAILED (Continued from page 115)

tation and frustration in the daytime. The children, too, were affected by their surroundings both on their own part and as a reflection of the tension of their teacher. I rebelled, of course, at these adverse physical conditions, but my rebellion finally simmered down to resignation. The children, too, soon became apathetic.

Why didn't I make an attempt to change my school if it had such an effect on me? Well, I was Dutch and stubborn and I firmly believed that if I could not prove myself a good teacher in this school I would not be a good teacher any place. A really

good teacher, I reasoned, could educate children in a box car. I agreed heartily with my superintendent who said that one should adapt oneself to one's environment wherever one was. My persistence proved to be my undoing. I adjusted and readjusted my methods but it was like whittling a white horse until there was nothing left but a tail.

Had I changed schools after six years, I do not know whether I would have succeeded or not. My reputation of failure had already been acquired then. I had lost to a great degree my self-confidence and was frightened because I had lost the interest of my pupils. The ideals and aims of education were blurred and my health

hindered me in getting energy to focus them again.

I sincerely believe that a new teacher should not be "stuck" in an old school. There are still a great many outmoded buildings in our country which, because of lack of funds, must still be used. The same teachers, however, should not use them year after year. Each teacher should have her chance at a more progressive school because she may be one who, like myself, cannot do her best work in the shade but must have the sun.

# Educational Interpretation Can Be Effective

Stewart Harral

Director of Press Relations  
University of Oklahoma

Schools have never lacked for publicity. For years newspapers have used school stories and pictures which were dramatic enough to attract and hold the attention of readers. Unusual and startling activities have been grist to the newspaper editor's mill.

What schools have lacked, however, has been a dignified and effective program of interpretation. It is a curious fact that of all of the material which has been published so little of it has stressed the objectives, processes, and results of education. Too few citizens know anything of the excellent programs which are in operation all over the nation, or the tremendous strides that are being made every day toward better education. What is needed to offset many of the misconceptions that exist in the public mind are FACTS, properly presented.

School leaders are beginning to realize that unless they interpret their work other agencies are likely to do it for them. Only recently some of the more far-sighted have begun to utilize well-planned, factual presentations instead of relying on hit-or-miss methods in reaching the public.

One must grant that if a school does accomplish one of its desired goals in creating or changing a certain opinion, the publicity phase is but one of many factors. Publicity cannot take all of the credit nor can it assume all the blame in the success or failure of the acceptance or rejection of certain ideas.

Since educational interpretation is

a newcomer in school circles it is little wonder that so few systems have any definite program or policies. The whole area of the effectiveness of various school publicity media is practically unexplored, but great advances are being made in the use of various techniques and procedures. The modern school is a complex organization, but the administrator must have certain basic goals and objectives so that they can be guideposts in his institution's relationships with the public.

Worth of a program cannot be evaluated in spasmodic stories from time to time, but rather in impact and strength of the sustained program which must be in operation just as much on the opening day as it is during the commencement programs in the spring.

There must be unity and organization in an effective program of interpretation. Typical is the comment of one superintendent who told me, "My time is occupied with so many interests that I give little thought to my public-school relations." But he failed to realize that administrators must render an account of their stewardship. Indifference to public opinion brings tragic results.

Long-range goals and functions rather than great emphasis on immediate happenings characterize effective publicity programs. It takes much time and planning to execute a sound campaign. Public opinion is not made overnight, nor can it be changed as speedily. No commercial advertiser would think of making one public appeal each year and then

hope that his product would be remembered by all. School publicity must be continuous because education needs the support and the confidence of the people at all times.

Many school leaders go astray in their public relations programs because they do not understand the functions, philosophies, and duties of newspaper workers. Every administrator should acquaint himself with the background and organization of newspapers so that he will be able to judge educational coverage from the viewpoint of the press.

No newspaper could ever open its columns to all of the individuals and groups which make appeals for space. Every editor has the problem of trying to please hundreds of readers, each of whom has different desires and interests. Any newspaper man will tell you that his first duty is to his readers. No administrator, then, can expect too much space to be given to school news because there are numerous stories competing for a place in the same edition.

The governing law in public-school relations activities is that they be honest, authoritative, open, and responsible. If a newspaper is to live up to the first syllable of its name, it must present the news. Obviously, some of these stories are not favorable to education. Administrators who try to cover up unpleasant situations, distort facts, and issue propaganda for their cause soon discover that their relationships with the press become strained and finally reach a breaking point.

Some administrators are likely to look on press contacts as a sort of "tooting-my-own-horn" practice which is not genuinely professional. The average superintendent is likely to be an indifferent publicist. But when he realizes that further progress of education depends to a large degree on the understanding which the public has of its schools he will admit that effective public-school relations are necessary for continued support and goodwill. The hope of the future lies in drawing the constructive forces of society together so

that all worthy institutions may cooperate for the common good of all. An understanding of the role the newspaper can play in cementing the publics, both inside and outside of the school, is a necessary part of intelligent planning for the future.

The demands of future programs of educational interpretation through

the press place on administrators a great responsibility and at the same time open to them a great opportunity.

There is a peculiar need for every administrator to increase his proficiency in relationships with the press. To be sure, he will gradually acquire competence and understand-

ing. He will find that this much-sought accomplishment is a combination of many specific skills, techniques, and methods. In attaining a greater degree of efficiency in this art he can establish a stronger relationship between two vital social institutions, the school and the press,

## AS COLLEGE SENIORS SEE IT (Continued from page 118)

talized by actually seeing it. One could even feel the *subtle intrigue* that permeated the very atmosphere of the corridors and aisles, before, during, and after the session and he could realize that there is an unwritten law quite as forceful as that which is upon the statute books. The credentials of a lobbyist were seen as well as members of the C. I. O. who were 'button-holing' legislative members for a bill which was to come up for vote.

"At the time of the visit, approximately 550 bills had been presented to the house during the session and about 25 per cent of these had become laws. It seems that there is much waste of time, energy, and money in the consideration of so many worthless bills. Perhaps the voters should be more discriminating at the polls or perhaps we need some reform in the procedure of the sessions?

"Vote on a bill by roll call was an interesting phase of the work viewed by the students. Several bills were up for the second and third

readings and quickly dispensed with by rapid reading of each.

"It seems strange and almost unbelievable but not more than 5 per cent of the students knew who was their senator or representative. We are not boasting about this, but when Professor Malan informed us beforehand that we were not going for an automobile ride and that we would be expected to meet our representatives and senators and to find out what bills were under consideration on that particular day, the telephone and the postal system were in very great demand. We wondered if the home folks would know. We racked our brains trying to think who was the present committeeman or who was county chairman and if they would help. The results were equally perplexing. It is enough to say that each student requested an immediate reply, if possible, from Dad. The desired information was awaited like a somewhat delayed check. On every hand the visitors were graciously received because the officials are always happy to have constituents know that they are on the job doing what they can to promote the good of the local communities.

"All of these incidents, as well as a panorama of human personalities, that came before us, presented a challenging aspect:

"The day was a delightful inspiration, the result of excellent organization done before the trip was underway; the result of courteous co-operation received from all representatives of the three points of interest contacted; the result of excellent leadership on the part of two professors.

"There should be more learning by seeing!"

The administration of government is one of our outstanding problems. A personal interest in the results of how our social problems in democratic government are solved should make every citizen interested in the ways and means of governmental activities which are surging below, above, and around him. The state of Michigan requires that all students in state-supported institutions take courses in political science before being graduated.<sup>1</sup> That requirement should be universal in a democracy. This would result in more public service and less selfish politics.

<sup>1</sup>Acts, 205 (1931)



# Around the Reading Table

GRIMWOOD, HERBERT H., and GOODYEAR, FREDERICK. *An Introduction to Decorative Woodwork. The Manual Arts Press, Peoria, Illinois, 1939. 239 pp.*

This book, first published in Great Britain, was written by two teachers who have achieved distinction in the field of which they write. Their purpose, as stated in the preface, was to stimulate thought in the realm of simple decoration and to give encouragement and guidance to those who have had little or no art training.

The principles of decoration are worked out concretely as a part of the woodworking craft. There are 154 well-chosen, clear-cut illustrations included in the 239 pages of the book. Most of these show beautiful decoration that is not too ornate. The subjects presented are extremely helpful, largely because discussions and instructions are exceptionally clear. Several acceptable means of decoration are discussed. Among the less common ones presented are wax inlaying and gilding. The chapter which deals with color as a means of decorating flat surfaces is one of the most helpful.

This book, which is priced at six dollars, is well-made and the type may be easily read. It should aid those craftsman who are turning from severely plain projects to those that are pleasingly decorated.

—R. H. Snitz  
Indiana State Teachers College

BREEN, MARY. *The Party Book. A. S. Barnes and Company, New York, 1939. 354 pp.*

Here is a book that will grace the shelves of any school or home library. Thoroughly attractive in format, living in style, and cunningly illustrated with amusing and appropriate drawings, the book is a constant invitation. In a too-ombre world it should add charm and gaiety.

Notype of party is omitted. With this book the host or hostess need not be awake nights wondering what to do at the get-together the next evening. Bridge fanatics, of course, want no party book, but the young-in-heart and the very-young-in-years like to play games. In this book there is a rich vein of gold for all such. A glance over the chapter heads will signify: Sprightly Parties for Everybody, Gay Parties for Lively People, Party "Eats" and Drinks, Dances with an Air, Children's Parties, Outdoor Parties and Picnics, Banquets, Fun for Funds, A Word to the Wise—Party Planner, Games for the Early Arrivals, Games to Match Partners and Organize Teams, Games with Action, Games for the Nimble Witted, Stunts for Parties, and Songs for Sociability.

The materials are assembled under engaging captions and the exposition is always lucid and adequate. Miss Breen has extracted the wealth from the folk pastimes as well as the published sources. Many of the stunts and

games the reviewer has never encountered; some of them may well rise from the ingenuity and inventiveness of the author.

—J. E. Grinnell  
Indiana State Teachers College

*Official Sports Library for Women. A. S. Barnes and Company, New York. 1940.*

The National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation is doing more each year to deserve the subtitle which it likes to use—a service organization for all those interested in sports and recreation for girls and women. The division of official publications is one of the channels through which this association, with a working membership of more than seven hundred women, attempts to reach its central goal: the promotion of a sound and diversified program of athletics which is centered upon the interests and welfare of the participants.

The *Official Sports Library for Women* is one of the products of the division of official publications and it covers most of the activities in which they are interested. The following publications are included at present: 1. Basketball; 2. Individual Sports, Archery, Golf, Riding, Tennis; 3. Recreational Games and Sports (rules for Track and Field); 4. Aquatics (rules for the National Collegiate Telegraph: Swimming meet); 5. Softball—Volley Ball; 6. Soccer; 7. Field Hockey; 8. LaCrosse; 9. Badminton.

Each guide, as the booklets are called, contains the official playing rules as approved by the association, articles on techniques by outstanding players or teachers, suggestions for teaching and officiating, bibliographies, score books, suggestions for organizing play, and special features related to the sports are covered in the respective books. One of the most helpful devices is the inclusion in each guide of a bulletin board illustrative chart, and for some of the major sports small booklets are added covering the rules in condensed form. To prevent this supplementary material from being lost, a pocket is attached to the inside cover of the guide.

All except the guide dealing with badminton are revised and republished each year since the rules are still subject to frequent changes. Badminton, however, has more stable rules and so the committee does not expect to make a revision for the next five years. This guide also is unique in that it has been prepared through the co-operation of Canadian and American women. Marjorie Hillas, of Teachers College, Columbia University, and Dorothy Jackson, of the Margaret Eaton School, Toronto, Canada, are the co-chairmen.

These little books may be secured from local sporting goods stores, college bookstores, or direct from the

publishers. They may be had in paper edition for twenty-five cents each or in cloth for fifty cents. No physical education teacher or recreation leader who makes any pretense of being "up on her sports" can afford to be without her copy of the latest issue!

—Florence M. Curtis  
Indiana State Teachers College.

SMITH, B. OTHANEL. *Logical Aspects of Educational Measurement. Columbia University Press, New York City, 1938. 182 pp.*

In this work the author seeks to examine critically the foundations upon which modern measurement is based. After tracing the contributions of Wundt, Galton, Cattell, Thorndike, and others he proceeds to survey the results of the measurements movement.

Measuring devices have been of distinct help in analyzing school practices, classifying pupils, rating teachers, establishing relations, and in many other ways have made contributions; but there are many questions that research has not settled. Studies carefully made have produced conflicting results. Statistical procedures are more and more scientific but still results are disappointing. The author concludes that the difficulty is a fundamental weakness in the units of measurement.

Since it has become customary to consider the number of times right on a test as a score, the users of tests have made some rather loose assumptions such as that a score of 60 means twice as much accomplishment as a score of 30. Equal units are unknown in educational measurements. Even when items have been evaluated according to difficulty this proves nothing about their relative importance. The use of the normal curve in deriving units of apparent equivalence has misled many. No derived unit can be any more valid than the fundamental data from which it was derived. Rating scales are not measuring instruments at all but merely devices for recording judgments. In every field the validity of units of measurement must be established by experimental evidence.

The author is inclined to agree with many critics of present tests in that they require recall rather than application, seek to measure quantity rather than quality, and attempt to measure isolated parts of learning rather than the integrated whole. There is increasing evidence that the total outcome of learning is something quite different from the sum of its parts. It rather resembles a chemical compound which may or may not show the properties of the elements from which it was derived. The problem of measuring the result of learning is immensely difficult and probably requires a different approach from the one now used. The fusing of knowledge, skill, attitudes, ideals, appreciations, and many other elements into a total pattern which represents a change in the individual self is a process so intricate that it defies measurement; but this is the challenge of today.

In this book we find a very logical examination of the foundations of modern testing. Its helpfulness is admitted; its weaknesses laid bare. It is a book which should be read and digested. It

leaves the reader with the feeling that if measurement in education is to become scientific, more careful attention must be given to its foundations with perhaps new material and new techniques.

—E. L. Abell  
Indiana State Teachers College

*Official Basketball Guide for Women with Official Rulebook.* Prepared by National Section on Women's Athletics of the American Association for Health, Physical Education and Recreation. A. S. Barnes and Company, New York, 1938. 80 pp.

This book, the first of the series under the new publication plan, brings the promise of a new era for players and coaches of women's athletics. Shifting the publication of the official guides brings one distinct advantage: namely, the establishment of a scheduled publication date for each of the eight guides. In each case the publication month has been determined by the season for its use. The publishers have anticipated the need of making the books available early enough for coaches to become well familiar with the rules before the playing season begins. Publication dates are as follows:

Basketball — Officials Rating	September, 1938
Individual Sports— Archery, Golf, Riding, Tennis	November, 1938
Recreational Games and Sports (Formerly the "Athletic Handbook")	November, 1938
Aquatics	December, 1938
Soft Ball — Volleyball	March, 1939
Soccer — Speedball, including Field Hockey	March, 1939
La Crosse	March, 1939

The basketball guide measures up to its usual high standard in helpful articles. This is only to be expected since there has been no change in either the editorial committee or its policies. Outstanding contributions this year include: Rules Interpretations, Basketball Sport Days, Defense Play, Teaching Suggestions for Large Classes, and Technique for the Woman Official in Girls' Basketball. Contributors are leaders in both high school and college fields.

A pocket on the back cover encloses a separate "Technique Summary" sheet with illustrative diagrams for quick reference and the handy pocket edition of the official playing rules. Basketball coaches are spared many tedious hours comparing rules with those of previous years, for the inside page of the front cover boldly lists all rule changes for the current year. The Basketball Guide is a well-written, neat publication with a practical stiff paper cover.

—Ruby J. East  
Indiana State Teachers College

*Instructional Practices in Elementary Schools.* Bulletin No. 306. Department of Public Instruction, Lansing, Michigan, 1938. 178 pp.

The Department of Public Instruction in the State of Michigan prepares and publishes bulletins on modern progressive school practices for the purpose of improving classroom instruction throughout the public schools of the state. *Instructional Practice in Elementary Schools* is one of the most recent of these excellent bulletins which every teacher and administrator will want to read.

Viewpoints in elementary education are given which present the fundamental philosophy underlying the organization, administration, and curriculum of today's elementary school. The development of the whole child is stressed and the task of the teacher as the guide in the total teaching-learning situation is discussed. The unit method of teaching is accepted and suggestions for the evaluation of units are given. The greater part of the bulletin consists of descriptions of instructional practices utilizing the unit of work which involves one subject or many subjects and descriptions of administrative practices directly related to conditions that insure effective classroom instruction.

The teacher in service and the beginning teacher especially will find many practical suggestions as to teaching techniques and materials. A bulletin of this type will supplement the course of study and be of great value to the teachers. The many interesting descriptions of how a unit of work may be carried on and how children can plan, execute, and evaluate their work will

encourage and stimulate teachers to carry on a more functional type of school work.

The state of Michigan is to be congratulated on putting into the hands of its teachers such an excellent bulletin which cannot help but improve classroom instruction.

—Joy M. Lacey  
Indiana State Teachers College

MILLIGAN, DAVID FREDRICK. *Fist Puppetry.* A. S. Barnes and Company, New York, 1938. 130 pp.

Since early prehistoric times puppets have played an important role in the life of many peoples in all parts of the world. It has been less than a quarter of a century, however, since America became aware of the possibilities in this form of dramatic art. In this short period, the little actors have grown to be exceedingly popular members of present-day society.

David Fredrick Milligan in his volume entitled *Fist Puppetry* treats the style known as hand, glove, or guignol puppets. With his simple drawings, careful diagrams, and definite instructions Mr. Milligan makes it possible for even the most inept to feel it within his ability to work out a puppet show with either children or adults.

The author presents all the practical detail necessary for the construction, costuming, and manipulation of the fist puppets; the selection and adaptation of the play; and the building of various types of stages. In addition, there is also included an excellent list of stories and plays suitable for adapting to the small actors.

Mr. Milligan is evidently a very formal type of instructor as he speaks of assigning certain tasks to different individuals and setting a time limit for completion. While it is a long way from the starting of the puppet to the completion of the play, the real test of the teacher in this, as in everything else, comes in sustaining the interest to a satisfactory concentration of effort.

Regardless of any criticism of procedure, the book, *Fist Puppetry* will be a very helpful volume to include on the shelves of all schools and recreational centers.

—June Reynerson  
Indiana State Teachers College

## A PHILOSOPHY OF PLACEMENT . . .

Historians of the future, who will look back upon our times with much more perspective than we possess, are almost certain to observe a prime characteristic of persons living in the middle of the Twentieth Century. They will see that we were extremely job-conscious. It was an era in which much was said about unemployment, about retirement to make way for younger persons, and about many men's jobs being their most precious economic possessions.

This tension over employment precipitates the Placement Bureau into the midst of the economic struggle. Many persons get the notion that a Placement Bureau achieves the ideal when it finds the greatest number of jobs for the greatest number of persons. Of course, that is one measuring stick of success, but there are others.

Placements which do not work out satisfactorily inflict a hardship and injustice on all concerned. Therefore, care must be exercised to suit the individual to the position. So the Placement Bureau at Indiana State Teachers College conceives of its function as threefold: (1) To help the graduate find a position in which he can succeed. (2) To serve the teaching profession generally by helping administrators find qualified persons they need. (3) To aid the orderly process of promotion by recommending in-service teachers.

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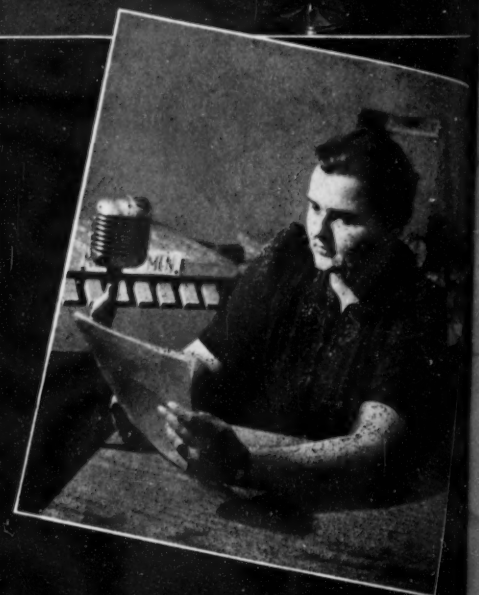
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